

SCHOOL-HOME LINKS

Reading Kit

Second Grade Activities

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Acknowledgements

The *School-Home Links Reading Kit* was developed for teachers, families, and reading partners through the Compact for Reading Initiative, an activity of the Partnership for Family Involvement in Education at the U.S. Department of Education. The purpose of the *School-Home Links Reading Kit* is to encourage greater family, school, and community involvement in the education of children, and to improve their skills and achievements in reading and other language arts. The Kit is organized around a skills framework provided in the National Academy of Sciences' report, *Preventing Reading Difficulties in Young Children*, and a reading framework developed by Edward Kame'enui and Deborah Simmons of the University of Oregon. Each reading skill activity has been aligned to a Maryland State Reading Standard.

Teams of teachers at the kindergarten through third-grade levels developed the *School-Home Links Reading Kit*. One team coordinated by Mary Russo and Jonna Casey of the Boston Annenberg Challenge included Margaret Sands, Kathleen Baron, and Crystal English of the Mason School in Boston. Another team coordinated by Ellie Topolovac, superintendent of Solana Beach School District in California, included Susana Baum, Janet Brice, Jamie Crowley, Rhona Grant, Deborah Hays, Cristy Maxcy, Marla Sammulu, David Topolovac, and Patricia Totina. Selected activities were adapted or reprinted with permission from *How to Tutor Your Child in Reading and Writing* (1998), published by the Educational Resources Information Center (ERIC) Clearinghouse on Reading English and Communication at Indiana University and the Family Learning Association, and *Spelling By Writing* (1998) by Carl Smith, published by ERIC and the Family Learning Association. Susana Bonis, Shira Herman, Alex Campbell, Sandra Richardson, and Azalea Saunders provided editing and formatting assistance. Alan Ginsburg and Susan Thompson-Hoffman coordinated the overall effort. These materials were extensively reviewed by teams of parents, teachers, and administrators and by participants at the 1998 Improving America's Schools Act and Title 1 Parents' Conferences. The McFarland & Associates education consultant firm (Drs. Brenda J. Green, Barbara W. Milton, and Mr. Larry Haworth) worked on and assigned the Maryland Standards to each activity with consultation from the Maryland State Department of Education's Reading Specialist (Ms. Michele Goady).

The cover art, *Wouldn't It Be Great If We Could Be Winners?* was developed by Janet Jones-Duffey, a student in San Antonio, Texas. This art was provided through the National PTA Reflections Program, an arts recognition and achievement program for students in preschool through grade 12 in literature, musical composition, photography, and visual arts. Graphics for the overall publication were coordinated by ZGS Communications, Inc., of Arlington, Virginia.

INTRODUCTION

A Word to Families and Tutors About the Use of the School-Home Links Activities

Research tells us that when family members work with their child on school work and become involved in their child's school, their child is more likely to succeed in school. Whether you are a family member, extended family member, or a learning partner/ tutor, working with your child to support work done at school can make a real difference!

The School-Home Links activities provided in this kit are keyed directly to reading activities that teachers typically do with children in school. These activities are directly linked to the Maryland State Reading Standards. These School-Home Links provide your family with an extra opportunity for more learning at home.

The School-Home Links are intended to be family activities. Your child will need your support in completing these activities. Most of the activities are not meant to be done alone. Remember that every child learns at his or her own speed, and most children learn within three-year developmental periods. Some children acquire the skills of a developmental period early, others will take longer and may need to work harder. This means your child may find the School-Home Links very easy, or on grade level, or difficult, depending upon your child's rate of growth. Wherever your child is, when you work with your child daily on the School-Home Links and similar reading activities, you can help your child grow steadily in reading and improve important skills.

Here are some tips for working on the School-Home Links activities:

- Start each School-Home Links activity time by reading the boxed note to you from the teacher, starting "Dear Family." This note tells you what your child is learning in school, if your child's teacher sends the activity home, and the purpose of doing the School-Home Links activity at home.
- Next read the directions for the activity. If the directions are addressed to you, work with your child on the School-Home Links as suggested. If the directions are written to your child, read them out loud to your child, unless your child can read them alone. After all, the more practice your child gets reading, the better a reader your child will be.
- If you or your child would like extra support, ask your child's teacher to work with your child in school and also assign a learning partner or tutor who can meet regularly with your child after school. There are many community organizations, such as your local library, that can provide tutors.

-
- Provide any comments you may have about your child's reading work or work on the Home Links at the bottom or back of the School-Home Links. This information can help your child's teacher adjust the level of the Home Links or provide in-school help to better meet your child's needs.
 - Each School-Home Links activity ends with a space for your child to sign the page, showing he or she has worked on the activity, and a space for you to sign the page, showing that you have worked with your child on the activity.
 - Finally, the time you spend helping your child to read and write now is a gift for a lifetime! Reading is the foundation for all other knowledge!

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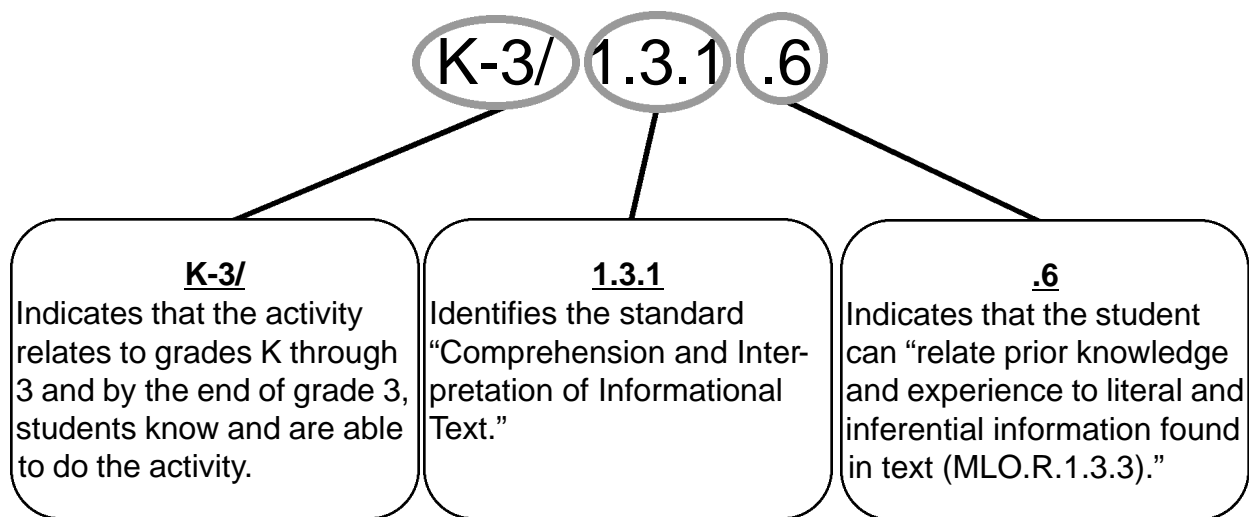
Home-Link Activity Locator

Second Grade

Each discipline in Maryland has a state-mandated framework required by law, and the Home-Links Activities comply with the English Language Arts curricula framework. This framework is known as the Maryland State Standards, and the Home-Link Activities are identified with the Reading guidelines. Thus, each exercise in the Home-Links Activities relates to a **Maryland State Reading Standard**. A **Maryland State Reading Standard** will be found at the bottom of each activity page. The English Language Arts includes four processes, which are: reading, writing, listening, and speaking. These four process areas have two contents: language and literature. All six of these areas have been utilized throughout the exercises in this document. The numbering that you will see at the bottom of the page identifies the appropriate **Maryland State Reading Standard**. For example, what you will see is a number like:

K-3/1.3.1.6

This means:



As a result of the Reading Standards, the Maryland Department of Education established Maryland Learning Outcomes for Reading (MLO.R) that serve as the bases for Maryland school performance assessment at grades 3, 5, and 8. Together, the reading Standards and Maryland Learning Outcomes clearly define for the Maryland community what students must know about the reading in Kindergarten through Third grade.

We have established a Home-Link Activity Locator to assist teachers, parents, and tutors to identify which activity relates directly to a Maryland State Reading Standard and Maryland Learning Outcome. We hope this activity locator will provide you with immediate access to a standard that you may desire to assign an activity.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to recognize the different parts of a book.

- Pick any book and look on the cover for the title.
- Write the **title** on this line:

- Read the **author's** name on the book cover. Write the name on this line:

- Open the book to the **title** page and write the title on the line:

- Read the **author's** name on the title page and write the name on the line:

Child's signature _____

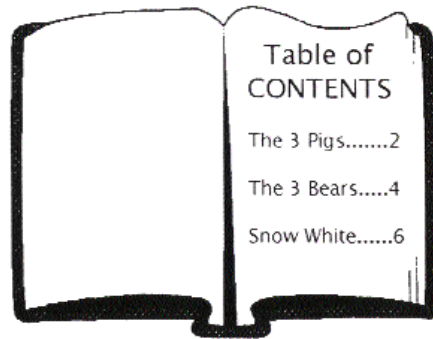
Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to recognize and use the different parts of a book.

The **table of contents** is in the front of the book. It shows the contents of the book and on what page stories or chapters begin in the book.



Look at the **table of contents**. Answer these questions:

- The first story is called "The 3 Pigs." What is the name of the second story?
- On what page does the second story begin?
- What is the last story in the book? On what page does this story begin?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that there are many different kinds of books. Some books are fiction (make-believe) and some are nonfiction (true).

Authors like to write different kinds of books. Here are two different kinds of books.

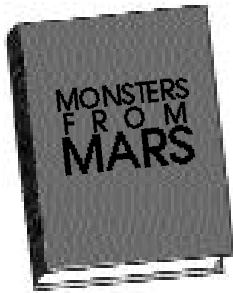
Fiction

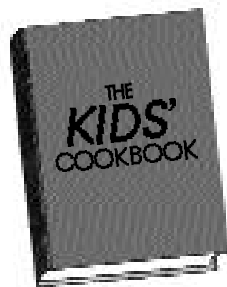
writing that is make-believe

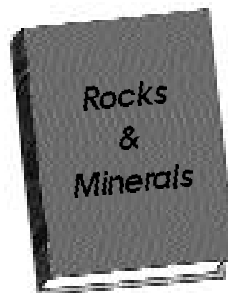
Nonfiction

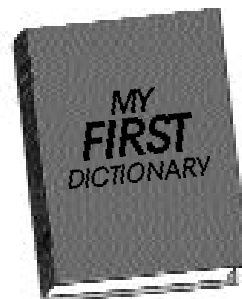
writing that is true

- Here are four book covers. Read the titles.
- Write **F** for **fiction** or **NF** for **nonfiction** on the lines below the books.









Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/2.3.4.1 Evaluate the author's use of various techniques to influence the reader's feelings and attitudes (MLO.R.1.4.1). K-3/2.3.4.2 Evaluate the appropriateness of a title (MLO.R.1.4.2).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that there are many different kinds of books. One kind of book is a poetry book.

Poetry books are full of poems. Poems often have words that end with the same sounds (they **rhyme**).

- Here is a poem. Read the poem aloud. Listen to how two lines **rhyme**.

The Sand Crab

Down by the ocean,
Down by the sea,
There sat a sand crab,
Looking at me!



- Tell your family which two lines rhyme.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that there are many different kinds of things to read.

There are things to read everywhere. All you have to do is look. You may find a ...

book

newspaper

magazine

TV guide

dictionary, or a

telephone book.

- Look around your house to find as many different kinds of reading materials as possible.
- What else can you find to read? Collect as many things as you can.
- Write down what you have found. Share your list with your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.7 Evaluate common text features (MLO.R.2.4). K-3/3.3.2.1 Recognize and use the organizational features of research resources such as encyclopedias, computerized (card) catalogs, almanacs, and periodicals to locate relevant information.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that there are many different kinds of books and magazines that are used for different purposes.

Reading is fun. Reading helps us learn. There are many things to read.

- Draw a line from what you want to know in column 1 to the place where you would find it in column 2.

1



What You Want to Know

A phone number for a pizza restaurant

What time your favorite cartoon is on TV

How to make peanut butter cookies

How to spell a word

A news story about the President's trip to China

2



Where to Look

Cookbook

TV guide

Dictionary

Telephone book

Newspaper

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.7 Evaluate common text features (MLO.R.2.4.1). K-3/1.3.4.7 Use context to determine the meaning of words (semantics). K-3/1.3.5.4 Know and use different focusing, monitoring and assessing reading strategies (e.g., finding information to support particular ideas) to comprehend.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to put two sounds together to make a new sound.

Each letter has at least one sound. Sometimes you can put two letters together and make a new sound.

Example:

c + h = "ch" as in cheat

t + h = "th" as in think

s + h = "sh" as in shop

- Read the following silly sentences.
- Circle the two letters that make a new sound. Write the two letters on the lines.

Cheat Chuckie choked on cheseburgers. c h

Shy Sharon shivered in the shade.

Thad thought of thirteen things to think about.

- **More Fun:** What sound does a train make? Write this word. Circle the two letters that make this new sound.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to put two sounds together to make a new sound.

Each letter has at least one sound. Sometimes you can put two letters together and make a new sound.

Examples:

w + h = "wh" as in white

e + a = "ea" as in head

o + o = "oo" as in cook

- Read the following silly sentences.
- Circle the two letters that make a new sound.
- Write the two letters on the lines.

"Why white wheeels?" Whitney whispered.

_____ w _____ h _____

Look! The cook is reading a book.

When the weather is cold, I wear a sweater,
leather shoes, and a hat on my head.

- **More Fun:** When ghosts make the sound "Whooooo," does this sound remind you of anything? What?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to put two sounds together to make a new sound.

Each letter has at least one sound. Sometimes you can put two letters together and make a new sound.

Examples:

a + w = "aw" as in paw

a + u = "au" as in saucer

- Read the following silly sentences.
- Circle the two letters that make a new sound.
- Write the two letters on the lines.

I **saw** a **fawn** sitting on the **lawn**.

_____ a _____ w _____

We can't do the **laundry** or wash the **saucers** because the **faucet** is broken.

It was hard to **draw** the **paw**, the **claw**, and the **jaw** of the bear.

- **More Fun:** Write a sentence using "aw" words.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read words that use short vowels and have the same ending.

- Read the words in the box below.

rat	sing	hat	wing
king	sat	mat	thing

- Look at the endings of the words.
- Write the words that rhyme with **cat** and **ring** on the lines below.

c-at



r-ing



Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read words that use long vowels and have the same ending.

- Read the words in the box.

lake	say	make
bake	may	lay

- Look at the endings of the words.
- Write the words that rhyme with **hay** and **cake** on the lines below.

h-ay



c-ake



Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read new words by breaking them into syllables.

One way to help you read a word you don't know is to divide it into parts called **syllables**. Every **syllable** has a vowel sound.

Example: rab • bit

Rabbit has two vowel sounds and two **syllables**. You can sound out **rab** and **bit** to make **rabbit**.

- Say these words. Clap once for each part of the word to tell how many **syllables** are in the word. Write the number of syllables on the line in front of each word.

<u> 2 </u>	rab • bit	<u> 1 </u>	dog
<u> </u>	win • dow	<u> </u>	pic • ture
<u> </u>	out • side	<u> </u>	home • work
<u> </u>	kit • ten	<u> </u>	air • plane

- **More Fun:** Break the name of your school into syllables. Clap for each syllable as you say the name.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.6 Track auditorily each word in a sentence and each syllable in a word. K-3/1.3.2.7 Segment words into individual sounds, including consonant blends.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read new words by breaking them into syllables.

One way to help you read a word you don't know is to divide it into parts called **syllables**. Every **syllable** has a vowel sound.

Example: num • ber

Number has two vowel sounds and two **syllables**. You can sound out **num** and **ber** to make **number**.

- Say these words. Clap once for each part of the word to tell how many syllables are in the word. Write the number of syllables on the line in front of each word.

<u> 2 </u>	num • ber	<u> 1 </u>	bird
<u> </u>	pup • py	<u> </u>	sun • shine
<u> </u>	tur • key	<u> </u>	cat
<u> </u>	birth • day	<u> </u>	eye • brow

- **More Fun:** Say the names of two friends. Break the names into syllables. Then clap each time you hear a syllable.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.6 Track auditorily each word in a sentence and each syllable in a word. K-3/1.3.2.7 Segment words into individual sounds, including consonant blends.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that two words can be put together to make a compound word like football.

Sometimes two words are put together to make a new word, such as **base + ball**, which makes **baseball**. We call these words **compound words**.

- Read the words below.
- Then draw a line that separates the compound word into two small words.

base/ball

bedroom

hallway

railroad

sailboat

raincoat

- **More Fun:** Look for compound words in books you read. Write two compound words below:

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that two words can be put together to make a compound word like football.

Sometimes two words are put together to make a new word, such as **hot + dog**, which makes hotdog. We call these words **compound words**.

- First read the words below.
- Then draw a line that separates the big word into two small words.

hot/dog

notebook

football

blackboard

sandbox

bathtub

- Look for compound words in books you read.
Write two compound words below:

- Listen for compound words in conversation around you.
Write two compound words you heard below:

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that two words can be put together to make a compound word.

- Help your child match a word in column A with a word in column B to make a compound word.

A	B	Compound Words
camp	book	_____
dog	time	_____
cook	fire	_____
day	house	_____

- Help your child fill in the blanks with the correct compound word.

railroad moonlight football hilltop

1. The light we see at night: _____

2. The highest part of a hill: _____

3. The place where trains run: _____

4. A ball you can kick: _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that two words can be put together to make a contraction like “can’t.” Practice making contractions with your child.

Sometimes two words go together to make a new word that is easier to say than the two words. The new word is called a contraction. In a **contraction**, one or more letters are left out and an **apostrophe** (') takes their place.

Here are some contractions:

isn't (is + not)	don't (do + not)	wasn't (was + not)
he'll (he + will)	I've (I + have)	I'm (I + am)

- Draw a line to match each word with its contraction.

she will	isn't
is not	wouldn't
would not	they'll
here is	she'll
they will	here's

- **More Fun:** Turn on the television and listen to a show for five minutes. Write down all the contractions you hear.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that two words can be put together to make a contraction like "can't." Practice making contractions with your child.

Sometimes two words go together to make a new word that is easier to say than the two words. The new word is called a **contraction**.

Here are some contractions:

can't (can + not) don't (do + not) wasn't (was + not)

he'll (he + will) I've (I + have) I'm (I + am)

- Draw a line to match the words with their contractions.

were not

didn't

it is

weren't

did not

shouldn't

we are

it's

should not

we're

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that some words show that things belong to someone or something, as “the teacher’s pencil.”

Sometimes we want to show that something belongs to someone or something. To do this, we use a symbol called an **apostrophe** (').

- Read the sentences below.
- Choose the correct word from the box and write it on the line.



clock's

mouse's

teacher's

1. The _____ tail is long.
2. The _____ hands are broken.
3. The _____ pencil is sharp.

Child's signature _____

Parent's (Learning Partner's) signature _____

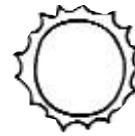
SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that some words show that things belong to someone or something, like “the teacher’s pencil”.

Sometimes we want to show that something belongs to someone or something. To do this, we use a symbol called an **apostrophe** (').

- Read the sentences below. Choose the correct word from the box and write it on the line.



elephant's

flower's

sun's

1. The _____ ears are big and gray.
2. The _____ petals are white.
3. The _____ rays are bright and warm.

- **More Fun:** Make up a sentence that uses three contractions. Say it to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read new words by asking, "Does this word make sense here?" and "Does it sound right?"

Sometimes you can figure out a new word from the other words in a sentence. You can ask yourself, "**Does the word make sense here?**" and "**Does it sound right?**" and "**Does it look right?**"



Example: The elephant has big, gray ears.

You already know the words **the, has, big, gray and ears.**

You can guess **elephant.**

Remember to ask:

"Does it make sense here?" Yes.

"Does it sound right?" Yes.

"Does it look right?" Yes.

- Let's try these sentences. Ask the three questions for each sentence:

A triangle has three sides. The telephone is ringing.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.4.7 Use context to determine the meaning of words (semantics). K-3/1.3.1.6 Recognize and use common features including headings, key words, illustrations, maps charts, and captions to gain meaning from text (MLO.R.2.2.3, MLO.R.3.2.4).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read words with several syllables by finding the beginning, the middle, and the end of long words.

You can figure out the meaning of a new word by learning about its parts. The **root word** is the word base. The **prefix** is the part in front of the root word.

- Put the prefixes and root words together to make new words. Write the new words on the lines and read them aloud.

Prefix	+	Root word	=	New word
non	+	fat	=	_____
re	+	read	=	_____
un	+	safe	=	_____
dis	+	like	=	_____
un	+	kind	=	_____

- More Fun:** Look in a newspaper or magazine. Find three words beginning with the prefix un-. Write them here.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read words with several syllables by finding the beginning, the middle, and the end of long words.

You can figure out the meaning of a new word by learning about its parts. The **root word** is the word base. The **suffix** is the part at the end of the root word.

- Put the root words and suffixes together to make new words. Write the new words on the lines and read them aloud.

Root word	+	Suffix	=	New word
teach	+	er	=	_____
help	+	ful	=	_____
care	+	less	=	_____
friend	+	ly	=	_____
rain	+	ing	=	_____

- More Fun:** Write four words that end in -er as in teacher.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read words with several syllables by finding the beginning, the middle, and the end of long words.

Here are some words that begin with prefixes:

rewrite unfold respell unhappy reread

Look at the definitions given below. Then ask your child to pick the word that fits each definition.

1. To spell a word: _____

2. Sad; not happy: _____

3. To write something over again: _____

4. To spread something out flat: _____

5. To read again: _____

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.3.2 Provide an oral or written explanation of decisions about the topic, use of words, and/or details.

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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read many common words.

- Practice reading these word lists from the top to the bottom.

across

been

full

high

always

best

grow

both

because

heard

close

hot

- Now read the words from the bottom to the top.
- **More Fun:** Make flashcards using the words on the list. Use the cards to practice the words.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read many common words.

- Practice reading these word lists from the top to the bottom.

keep

mean

done

even

leave

might

draw

every

left

most

enough

open

- Now read the words from the bottom to the top.
- **More Fun:** Make flashcards using the words on the list. Use the cards to practice the words.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read many common words.

- Practice reading these word lists from the top to the bottom.

near	thought
need	through
once	today
only	together
said	toward
round	turn

- Now read the words from the bottom to the top.
- **More Fun:** Make flashcards using the words on the list. Use the cards to practice the words.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read many common words.

- Practice reading these word lists from the top to the bottom.

same

upon

short

use

six

warm

small

well

start

while

ten

yet

- Now read the words from the bottom to the top.
- **More Fun:** Make flashcards using the words on the list. Use the cards to practice the words.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

**Dear Family, Your child is learning to read with expression.
His or her reading is starting to sound like natural speech.**

- Ask someone in your family to read the story below to you.
- Then practice reading the story by yourself. Make it sound as though the people are really talking.
- Now read the story to your family. Try to read it better each time.
- Read the story to your teacher.

We Love Rainy Days!

Jimmy and Kate love the rain. When the sky gets dark, rain starts to pour. Kate yells " Hurrah!" Kate and Jimmy put on their raincoats, boots, and hats. They run outside. They jump into all the puddles. They splash water everywhere. Jimmy likes to tip his head back to feel the cool rain on his face. Then they go inside. They listen to the rain hitting the roof. Pitter patter, pitter patter, goes the rain.

- **More Fun:** Tell your family what you like about the rain.

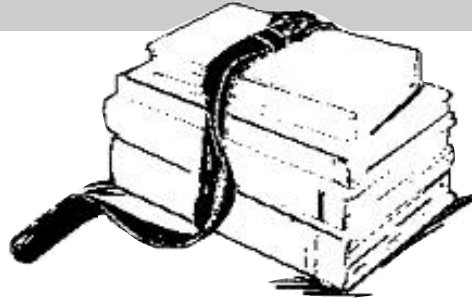
Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, By reading and being read to, your child is learning to read smoothly and without stopping.



- Write the titles of five books you have read or someone has read out loud to you.

1. _____

2. _____

3. _____

4. _____

5. _____

- **More Fun:** Tell your family which of these books is your favorite, and why.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.2 Identify the front and back covers and title page of a book. K-3/1.3.7.1 Read story passages silently and aloud with fluency, accuracy and appropriate intonation and expression.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to correct his or her own reading mistakes while reading sentences more than once.

You will learn to read better if you practice reading. When you practice reading you will understand what you read better. You will hear your reading mistakes and learn how to fix them.

- Read each sentence below three times. Mark an X in the box each time you read.

	1	2	3
1. Tyrone has three cats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The dog's fur was wet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. She hit the ball.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. What time is it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **More Fun:** Think about this: If you say a word wrong when talking to your friend, you fix your mistake. When you read, you fix your mistakes too.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that some words start with two consonants that go together, called a blend. In the word "grass", the g and r blend together to make the beginning sound.

- Find the correct word for each picture using the words in the strip. Write the word on the line. Then circle the **blend**.

snow

frog

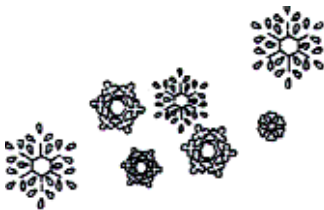
tree

drum

truck

stop





Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that some words start with two consonants that go together to make a blend. In the word "grass," the g and r blend together to make the beginning sound.

- Pick the correct word for each picture below from the words in the strip. Write the word on the line. Then circle the **blend**.

sheep

plane

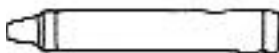
crayon

dress

glove

stamp





Child's signature _____









Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that two vowels can go together to make a new sound.

- Trace the name of each picture. Read each "oi" word.

 <p>point</p>	 <p>voice</p>
 <p>boil</p>	 <p>coin</p>
 <p>coil</p>	 <p>oil</p>
 <p>noise</p>	 <p>soil</p>

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.2 Distinguish long and short vowel sounds.

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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to put two sounds together to make two new sounds.

Each letter has at least one sound. Sometimes you can put two vowels together to make two new sounds.

Examples:

o + i = "oi" as in oil

o + y = "oy" as in toys

- Look at the pictures below.
- Say the names of the pictures.
- Write the letters on the line under each picture to make new words.



___ l



t ___



b ___

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to put two sounds together to make two new sounds.

Each letter has at least one sound. Sometimes you can put two letters together to make two new sounds.

Examples:

o + u = "ou" as in house o + w = "ow" as in howl

- Look at the pictures below.
- Say the names of the pictures.
- Write the letters on the line under each picture to make new words.



h _ _ s e



m _ _ s e



t _ _ e l

Child's signature _____

Parent's (Learning Partner's) signature _____









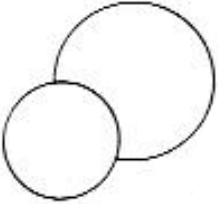



K-3/1.3.2.4 Blend vowel-consonant sounds, consonant blends, and vowel-vowel sounds to make words or syllables. K-3/1.3.2.5 Add, delete, and change target sounds to change words.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that two vowels can go together and make a new sound.

- Name the picture. Then circle the correct word.
- Listen for the vowel sound.

 start shout	 couch catch	 horse house
 count clean	 part pout	 cloud close
 makes mouse	 hound hatch	 river round
 mouth march	 gloves ground	 pouch paint

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.4 Blend vowel-consonant sounds, consonant blends, and vowel-vowel sounds to make words or syllables.
















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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that two vowels can go together and make a new sound.

- Name the picture. Then circle the correct word.
- Listen for the vowel sound.

 Paul pony	 sky saw	 table talk
 seeds straw	 deer dawn	 yawn year
 walk wind	 claw card	 pony paw
 crawl cave	 claw card	 vault voice
 dance draw	 saucer street	 stalk step

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.4 Blend vowel-consonant sounds, consonant blends, and vowel-vowel sounds to make words or syllables.

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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that some words start with two consonants to make a blend. In the word grass, the g and r blend together to make the beginning sound.

- Pick the correct word for each picture below from the words in the strip. Write the word on the line. Then circle the **blend**.

clock

star

grapes

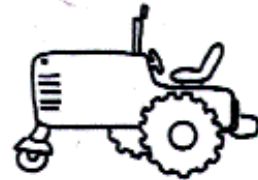
snail

snake

tractor













Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that some words have two vowels that go together to make a new sound. In the word coin, the o and the i blend together to make one, new sound.

oi

- Write the name of each picture on the line below the picture.





- More Fun:** Look in a magazine for more **oi** words. Which ones did you find? Write them below.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that some words have two vowels that go together to make a new sound. In the word "boy", the o and the y blend together to make one, new sound.

oy

- Write the name of each picture on the line below the picture.







Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that some words have two letters that go together to make a new sound. In the word cow, the o and the w blend together to make one, new sound.

OW

- Write the name of each picture on the line below the picture.







- More Fun:** Do you know any other ow words? What are they?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that some words have two vowels that go together to make a new sound. In the word mouse, the o and the u blend together to make one, new sound.

ou

- Write the name of each picture on the line below the picture.





- **More Fun:** Find one other **ou** word. Write the word below and draw a picture of that word.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to spell new words by using what he or she knows about reading words.

- Cut along the dotted line. Give your child the bottom half of the paper.
- Slowly read each word below to your child and pause to let your child write the missing letters to complete the word on the paper. Have your child read the completed word back to you.

1. church
2. drum
3. dream

4. queen
5. touch

1. c h u _ _ _

4. q u _ _ n

2. _ r u _

5. _ o u _ _

3. _ _ e a _

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to spell new words by using what he or she knows about reading words.

- Cut along the dotted line. Give your child the bottom half of the paper.
- Slowly read each word below to your child and pause to let your child write the missing letters to complete the word on the page. Have your child read the completed word back to you.

1. stuck

4. crush

2. brave

5. skate

3. sweep

1. _ t _ c k

4. c r _ _ _

2. _ _ _ v e

5. _ _ a t _

3. _ _ _ _ p

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to correct his or her own mistakes while reading sentences more than once.

You will learn to read better if you practice reading. When you practice reading, you will understand what you read better. You will hear your reading mistakes and learn how to fix them.

- Each sentence below has a mistake. Find each mistake and write the correct spelling on the line after the sentence.
- Read each sentence three times and mark an **X** in the box each time you read.

	1	2	3
1. Tyrone hs three cats. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The dog's fur was wot. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. She hit the boll. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. What tme is it? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.4.5 Recognize the distinct features of letters and words. K-3/1.3.4.7 Use context to determine the meaning of words (semantics).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to spell familiar words that he or she can read.

When vowels are followed by the letter **r**, their sounds change.

-ar -er -ir -or -ur

- Choose a word from the words in the strip to complete each sentence below. Write the word on the line.

turkey dirt letter color dark

1. It was _____outside.
2. The pilgrims ate _____on Thanksgiving.
3. We planted the seeds in the _____.
4. I gave a _____to Mom.
5. Purple is my favorite _____.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to spell familiar words that he or she can read.

When vowels are followed by the letter **r**, their sounds change.

-ar -er -ir -or -ur

- Choose a word from the words in the strip to complete each sentence. Write the word on the line.

star more her girl sure

1. My little sister wants _____ ice cream.
2. _____, I will go with you.
3. Look at the _____ in the sky.
4. The _____ had short, black hair.
5. _____ party was so much fun!

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to spell new words by using what he or she knows about reading words.

- Look for the word in each row that is spelled correctly. Use the spelling rules you know to make your best guess. Ask yourself, **"Does it look right?"** and **"Does it sound right?"**

- Circle the word that is spelled correctly.

1. cote

coat

koat

coate

2. black

blake

blak

blacke

3. smoll

smale

small

smal

4. becuz

bekus

becose

because

- More Fun:** What word do you always have trouble spelling? Write it below correctly four times.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to spell new words by using what he or she knows about reading words.

- Look for the word in each line that is spelled correctly. Use the spelling rules you know to make your best guess. Ask yourself, **"Does it look right?"** and **"Does it sound right?"**
- Circle the word that is spelled correctly.
 1. ryde ried ride ryd
 2. good gud gode doog
 3. littel litle lital little
 4. enuf anuff enough enogh
- **More Fun:** What is the longest word that you know how to spell correctly? Write it below.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.3.2 Associate all consonant and vowel sounds and consonant blends to appropriate letters and combine these sounds into recognizable words. K-3/3.3.3.2 Provide an oral or written explanation of decisions about the topic, use of words, and/or details. K-3/4.3.2.3 Spell correctly: assigned high-frequency and pattern words in their own writing (MLO.L.1.2).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to spell the words used most often in reading and writing.

- Practice reading and writing these words.

across _____ full _____

always _____ grow _____

because _____ heard _____

been _____ high _____

best _____ hot _____

both _____ I'm _____

close _____ keep _____

done _____ leave _____

draw _____ left _____

enough _____ mean _____

even _____ might _____

every _____ most _____

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.3.2 Associate all consonant and vowel sounds and consonant blends to appropriate letters and combine these sounds into recognizable words. K-3/3.3.3.2 Provide an oral or written explanation of decisions about the topic, use of words, and/or details. K-3/4.3.2.3 Spell correctly: assigned high-frequency and pattern words in their own writing (MI.O L. 1.2)

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to spell the words used most often in reading and writing.

- Practice reading and writing these words.

near	_____	through	_____
need	_____	today	_____
once	_____	together	_____
only	_____	toward	_____
open	_____	turn	_____
round	_____	upon	_____
same	_____	use	_____
short	_____	warm	_____
six	_____	well	_____
small	_____	while	_____
start	_____	yet	_____

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.3.2 Associate all consonant and vowel sounds and consonant blends to appropriate letters and combine these sounds into recognizable words. K-3/3.3.3.2 Provide an oral or written explanation of decisions about the topic, use of words, and/or details. K-3/4.3.2.3 Spell correctly: assigned high-frequency and pattern words in their own writing (MLO.L.1.2).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to use a dictionary to check the spelling of words.

A Sample Dictionary Page

Show - a radio or television program

Sarah watched the show on TV.

Shout - a noise made with a loud voice

Joe shouts across the playground.

Shovel - a long-handled tool used for digging

You can dig a hole with a shovel.

Use the dictionary page above to check the spelling of the underlined words in the sentences below. Write the correct spelling of each word on the line next to the sentence.

1. Do not shuot in the classroom. _____

2. The shew was about horses. _____

3. The shurl was very dirty. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.2.1 Recognize and use the organizational features of research resources such as encyclopedias, computerized (card) catalogs, almanacs, and periodicals to locate relevant information. K-3/4.3.2.3 Spell correctly: assigned high-frequency and pattern words in their own writing (MLO I.1.2)

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning new words from reading.

- Visit your classroom, school, or community library.
- Find 2 different books you think are interesting.
- Check them out of the library and take them home.
- Which 2 books did you choose?

- After you read the books, find one new word in each book. What are they?

1. _____ 2. _____

- What do you think each word means?

1. _____

2. _____

3. _____

4. _____

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.8.1 Self-select and read at least 25 grade-level appropriate books annually for independent reading for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment).
K-3/3.3.2.1 Recognize and use the organizational features of research resources such as encyclopedias, computerized (card) catalogs, almanacs, and periodicals to locate relevant information.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to use a sentence to figure out the meaning of a word.

- Read the following sentence:

The water in the glass is clear.

- What does the word clear mean in this sentence?

- Now read the next sentence:

Please clear the dishes from the table.

- What does the word clear mean in this sentence?

- Does the word clear have the same meaning in both sentences?

- What is different? _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that one word can have more than one meaning.

Some words can look the same but have different meanings. Think about the word **bark**. It could mean the noise a dog makes or it could mean the covering on the trunk of a tree.

- Write 2 different sentences that show the different meanings of the following words.

row

1. _____

2. _____

ship

1. _____

2. _____

- Can you think of another word that has two different meanings
What is the word? _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to put words into groups.

Here is a list of words.

camel horse apple zebra banana rabbit
orange monkey grapes pear chair

- Can you put these words into 2 different groups?

1. _____

2. _____

- Can you think of a heading for each group?

1. _____ 2. _____

- Which word does not belong in either group? _____
- Can you write another group of words that belong together?

- These words are in the same group because:

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about prefixes.

- A **prefix** is a word part that comes at the beginning of the word. Prefixes can help us learn the meanings of words.

Un- is a prefix. It means "not".

Look how the prefix **un-** changes the meaning of this sentence:

I am able to read this book.

I am unable to read this book.

- Can you change the meaning of the following sentence by adding the prefix **un-**?

She tied her shoes.

- Change this sentence by adding the prefix **un-**.

I locked the door.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about words that have opposite meanings.

- Some words mean the opposite of other words.
The words **day** and **night** are opposites.
The words **hot** and **cold** are opposites.
Many words have opposites.

- Can you think of opposites for these words?

tall _____

slow _____

above _____

- Can you think of some other opposites?

_____	_____
_____	_____
_____	_____

- Read your list out loud to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to follow 3-step directions.

- Ask someone in your family to read these directions out loud.

DIRECTIONS:

- Think about a favorite story you read or heard this week.
- Draw a picture about the story in the space below.



- Write a sentence about the picture.

Title: _____

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.5.11 Reorganize information from the text into different forms (charts, drawings, or graphic organizers) (MLO.R. 2.2.4, MLO.R. 3.2.2). K-3/5.3.2.3 Gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multi-step directions)

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to listen carefully to poems read aloud.

- Find a poem for your family to read to you.
- The name of the poem is:

- The author is:

- Listen carefully to the poem.
- What is the poem mostly about?

- Did you hear any new words in the poem?
- Write the new words you heard.

- Talk with your family about what the words mean.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/5.3.2.3 Gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multi-step directions). K-3/5.3.2.4 Use simple memory techniques (e.g., mnemonic devices, rhyme, personal experiences, visualizing)

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to answer questions about some information presented out loud.

- Ask a member of your family to tell you about a favorite relative. Listen carefully.
- Write down 3 questions you have about your relative.

- Then ask your family for the answers to your questions.
- What did you learn?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/5.3.2.3 Gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multi-step directions).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to leave space between the words in a sentence.

- Write four sentences that describe your favorite food.

1. _____

2. _____

3. _____

4. _____

- Ask your family to check your writing.
- Are all the uppercase letters the same size?
- Are all the lowercase letters the same size?
- Did you remember to leave space between the words?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.1.3 Use relevant descriptions, including sensory details, personal experiences, observations, and research-based information to make a topic or message clear to the reader (MLO.W.1.3, MLO.W. 2.3, MLO.W.3.3).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to use capital letters and punctuation correctly.

- When we need more than one word to say what we mean, we connect words together to make a sentence.
- A sentence starts with a capital letter.
- A sentence ends with a punctuation mark, like a . or ? or !
- Write some sentences about your friends in school.

- When you finish writing your sentences, go back and check. Did you start each sentence with a capital letter? Did you remember to use a punctuation mark at the end of each sentence?
- Read your sentences out loud to someone in your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write complete sentences that tell about something.

- Write a story about a special day with your family.
- Remember to use capital letters at the beginning of each sentence.
- Be sure to use punctuation at the end of each sentence.

Title: _____

- Read your story out loud to someone in your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that words in a sentence must agree.

- Look at the following sentences:

1. The man walks down the street.

2. Many men walk down the street.

In Sentence 1, there is only one man. The word that tells what he does, walks, must have an "s" at the end.

In Sentence 2, there are a lot of men. The word that tells what they do, walk, **should not** have an "s" at the end.

- Here are two more sentences:

1. My cat sits in the sun.

2. Ten cats sit in the sun.

- Do you see how it works?
- Write two sentences of your own on the back of this page. In Sentence 1, tell what one person or thing does. In Sentence 2, tell what many persons or things do.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write different kinds of sentences.

Good writers use different kinds of sentences when they write.
Some sentences ask questions: **Is your dog happy?**
Some sentences tell information: **My dog is happy.**

- Write a story about an animal you like. Use different kinds of sentences to write your story.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.4.1 Write to express personal ideas in stories, poems, plays and other writings that: convey a message; include well-chosen detail to develop the impressions (MLO.W.3.4).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to plan his or her own writing

- You are going to write a story about your favorite toy. Before you begin, make a list of words that describe your toy:

- Now write your story using your list:

Title: _____

- Read your story out loud to someone in your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.1.1 Group related ideas and maintain a consistent focus (MLO. W. 1.1, MLO.W.2.1, MLO.W.3.1).
K-3/3.3.1.3 Use relevant descriptions, including sensory details, personal experiences, observations, and research-based information to make a topic or message clear to the reader (MLO.W.1.3, MLO.W. 2.3, MLO W 3.3)

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write down ideas before writing.

- You are going to write a story about your favorite place to play. Before you begin to write, answer these questions:

1. Where will your story take place?

2. What would be a good way to start your story?

3. What would be a good way to end your story?

4. What should come in the middle of your story?

5. What do you think you will name your story?

- Use the back of this paper or another piece of paper to write your story.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.1.1 Group related ideas and maintain a consistent focus (MLO.W.1.1, MLO.W.2.1, MLO.W.3.1).

K-3/3.3.1.3 Use relevant descriptions, including sensory details, personal experiences, observations, and research-based information to make a topic or message clear to the reader (MLO.W.1.2, MLO.W.2.2)

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to think of ideas before writing.

- Think about the weather.
- How many words can you think of to describe the weather?

- Use these words to tell a story about the weather to some one in your family.
- Write your story down.

Title: _____

- Read your story out loud to someone in your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.1.3 Use relevant descriptions, including sensory details, personal experiences, observations, and research-based information to make a topic or message clear to the reader (MLO.W.1.3, MLO.W.2.3, MLO.W.3.3).
K-3/3.3.2.2 Provide an oral or written explanation of decisions about the topic, use of words, and/or details

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to stick to the topic when writing.

- Write a story about what you did yesterday at home or at school.

Title: _____

- Go back and reread your story.
- Do all your sentences tell what happened yesterday? If they don't, change them so that all the sentences in your story are about the same thing.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.4.1 Write to express personal ideas in stories, poems, plays and other writings that: convey a message; include well-chosen detail to develop the impressions (MLO.W.3.4).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to make his or her writing better by reading it over and making changes.

- Think about something interesting you would like to write about.
- Write your story on the lines that follow.

Title: _____

- Have someone in your family read the story with you. Can they give you ideas to make it better and more interesting? Is there something you forgot to say? Did you remember to use capital letters to begin each sentence? Did you end each sentence with a punctuation mark?
- Rewrite your story with the changes on the back of this paper or on another paper.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.1.3 Use relevant descriptions, including sensory details, personal experiences, observations, and research-based information to make a topic or message clear to the reader (MLO.W.1.3, MLO.W.2.3, MLO.W.3.3). K-3/3.3.3.1 Improve the clarity and focus by revising writing based on given or self-generated criteria, and on others' responses (MLO.W.1.4, MLO.W.2.4, MLO.W.3.5).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to add words that describe and make his or her writing better.

Here is a sentence.

This is an apple.

- Can you think of words that describe the shape and color of the apple?

- Can you think of words that describe how the apple tastes?

- Write the sentence below. Add some of the words you listed above to describe the apple in your new sentence.

- Why is this sentence more interesting now?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.1.3 Use relevant descriptions, including sensory details, personal experiences, observations, and research-based information to make a topic or message clear to the reader (MLO.W.1.3, MLO.W.2.3, MLO.W.3.3).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write more interesting sentences.

- Read these sentences:
I like school.
School is fun.
We read a lot in school.
- Can you put these sentences together to make one longer, more interesting sentence? Write your new sentence and read it out loud to your family.

- Write another sentence that combines three ideas.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.1.3 Use relevant descriptions, including sensory details, personal experiences, observations, and research-based information to make a topic or message clear to the reader (MLO.W.1.3, MLO.W. 2.3, MLO.W.3.3). K-3/3.3.4.1 Write to express personal ideas in stories, poems, plays and other writings that: convey a message; include well-chosen detail to develop the impressions (MLO.W.3.4).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to recall information in writing.

- Tell your family 4 things that happened in school today .
- After telling them, write the events down in 4 sentences.

1. _____

2. _____

3. _____

4. _____

- Read your sentences to your family.
- Ask them if they have any questions about your day at school. Write down what they asked.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write stories with more than one paragraph.

- You are going to write a story about the kitchen in your house. In the first paragraph, write some sentences about how the kitchen looks.

- In the second paragraph, write some sentences that tell what you do in the kitchen.

- In the third paragraph, write some sentences that tell how the kitchen smells.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.1.3 Use relevant descriptions, including sensory details, personal experiences, observations, and research-based information to make a topic or message clear to the reader (MLO.W.1.3, MLO.W.2.3, MLO.W.3.3). K-3/3.3.6.2 Write descriptions that move through a logical sequence of events (MLO.W.1.5).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write a story with a clear beginning, middle, and end.

- Write a story about a birthday party you went to.
At the beginning of the story, tell whose birthday party it was, where it took place, and who went to the party.

- In the middle of the story, tell what you did at the party.

- At the end of the story, tell how this party ended.

- Write your story on the back of this paper.
- Read the story out loud to someone in your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.1.3 Use relevant descriptions, including sensory details, personal experiences, observations, and research-based information to make a topic or message clear to the reader (MLO.W.1.3, MLO.W.2.3, MLO.W.3.3). K-3/3.3.6.2 Write descriptions that move through a logical sequence of events (MLO.W.1.5).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to follow the text of a book from the top to the bottom of the page. Read this page to your child.

- Write a letter to your teacher to thank him or her for helping you to learn.

Dear Teacher,

Sincerely,

- Have someone in your family reread your letter with you.
- Make any changes you need to improve your letter.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.4.1 Write to express personal ideas in stories, poems, plays and other writings that: convey a message; include well-chosen detail to develop the impressions (MLO.W.3.4). K-3/3.3.5.1 Write a friendly letter that addresses the knowledge and interests of the recipient (MLO.W.1.6, MLO.W.2.5) and is complete with date, salutation, body, closing and signature.

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to listen to stories read aloud.

Ask someone in your family to read a book out loud to you.
Write the title and author below.

Title: _____

Author: _____

- Listen carefully to the story, then answer these questions:

1. What is the most important thing that happened in the story?

2. Why do you think this is so important?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to read and listen to stories for understanding.

- Read each story out loud. Then answer each question
- Circle the answer below.

1. Jay is my friend.
Mindy is my friend, too.
I sit with Jay and Mindy
in the lunchroom.

The name of the story is:

In the Lunchroom

My Friends

I Like to Read

3. Mindy and I have a
party for Jay.
Other friends come to the
party, too.
There are many presents.

The name of the story is:

A Party for Jay

Other Friends

A Sad Day

2. The presents are funny.
There is a green lizard.
There is a little mouse.

The name of the story is:

A Green Lizard

The Box

Funny Presents

4. Jay likes the party.
He likes the presents.
Jay is happy at his party.

The name of the story is:

The Presents

Jay Is Happy

A Little House

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/5.3.1.1 Demonstrate active listening strategies such as managing barriers to listening, orienting to speaker, making visual contact, asking questions, following directions, and responding to cues.

K-3/5.3.2.3 Gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multi-step directions).

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SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to read and listen to stories for understanding.

- Read each story out loud. Then answer each question
- Circle the answer below.

1. Tina is all alone. She would like to have some friends. But Tina doesn't know any people. It is hard for Tina to make new friends.

Tina feels:

glad
lonely
surprised

3. Ted doesn't like to be alone in the house. He hears funny noises sometimes. The noises make Ted want to run away from the house.

Ted feels:

scared
angry
silly

2. Henry is making funny faces. He is dancing around on one leg. He is making people laugh at him.

Henry feels:

silly
tired
proud

4. Maria is laughing. She is having a good time playing with her friends. She likes the games they are playing.

Maria feels:

sad
disgusted
happy

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/5.3.1.1 Demonstrate active listening strategies such as managing barriers to listening, orienting to speaker, making visual contact, asking questions, following directions, and responding to cues. K-3/5.3.2.3 Gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multi-step directions).

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SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to read and listen to stories for understanding.

- Read each story out loud. Then answer each question.
- Circle the answer below.

1. Kate lives in city in a big house.
Kate walks in the park.
Kate rides the bus

The name of this story is:

A Country House
Kate and the City
A Ride on a Bus

3. Ben lives in a house in the country.
Ben walks in the woods.
Ben rides on a pony.

The name of this story is:

A Ride in a Car
A House
Ben in the Country

2. Ben likes to see Kate.
Ben calls Kate.
"Come to my house and see me," says Ben.

The name of the story is:

My House
A Big Dog
Ben Calls Kate

4. Kate says, "I will come to see you, Ben."
Kate rides the bus to the country.
Kate likes to see Ben.

The name of the story is:

Kate Sees Ben
Kate Rides A Pony
In The Country

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/5.3.1.1 Demonstrate active listening strategies such as managing barriers to listening, orienting to speaker, making visual contact, asking questions, following directions, and responding to cues. K-3/5.3.2.3 Gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multi-step directions).

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SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to read and listen for understanding.

- Read each story out loud. Then answer each question.
- Circle the answer below.

1. Alice went to see her grandma. Grandma lived in a small town in the desert. Alice liked her grandma's home. But she didn't like the desert. It was hot and dry. She couldn't see any plants. Grandma laughed. She told Alice to wait and see.

The name of the story is:

Grandma's House

A Small Town

I Like Flowers

Alice liked:

to play football

the desert

her grandma's house

2. Alice stayed with Grandma for a long time. Alice walked around in the desert. She found many plants. They were called cactus plants. Some plants had flowers. Each day, Alice found new things in the desert. Alice decided that she liked the desert now.

The name of the story is:

Grandma's Cactus Plants

Alice Liked The Desert

In the Big City

Alice found:

cactus plants

Grandma

a house

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/5.3.1.1 Demonstrate active listening strategies such as managing barriers to listening, orienting to speaker, making visual contact, asking questions, following directions, and responding to cues. K-3/5.3.2.3 Gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multi-step directions).

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SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to understand characters in a story.

- Read a book with your family. Write the title and author below:

Title: _____

Author: _____

- Who is the main character?
- How do the main character's feelings change in the story?

- How does the author let you know how the main character feels?

- What actions show you how the main character feels?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.2 Identify the front and back covers and title page of a book. K-3/5.3.2.3 Gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multi-step directions).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning how to guess what will happen in the story.

- Read a book with your family. Write the title and author below:

Title: _____

Author: _____

- Before you read the book with your family, look at the cover of the book. Look at the pages. Notice the pictures. What do you think this story is about?

- Now read the story. Stop when you are halfway through. What do you think will happen next?

- Finish reading the story. Did you guess right?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/5.3.2.1 Determine a speaker's general purpose (e.g., to inform, to persuade, to entertain). K-3/5.3.2.3 Gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing following a set of multi-step directions)

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to answer what if, why, and how questions.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- How does the story end?

- What if the author asked you to change the ending of the story? How would you change it?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/5.3.2.3 Gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multi-step directions).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to retell main ideas.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- What is this story mostly about?

- What do you think the writer wants readers to know?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/5.3.2.3 Gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multi-step directions).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to compare a story to real life experiences.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- What problem did the main character have in the story?

- How did the main character solve the problem?

- How would you solve the same problem in real life?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/5.3.2.3 Gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multi-step directions). K-3/5.3.2.4 Use simple memory techniques (e.g., mnemonic devices, rhyme, personal experiences, visualizing).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to find things that are similar and different in stories read.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Write in your own words what the story is about.

- Is there another story you have read that this story reminds you of? What is the name of that story?

- How is the story you read today like or different from that story?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/5.3.2.3 Gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multi-step directions). K-3/5.3.2.4 Use simple memory techniques (e.g., mnemonic devices, rhyme, personal experiences, visualizing).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to answer questions and talk about what was read.

- Read a book with your family.
- Make a list of interesting things you learned from your book.

- Read your list to your family.
- Tell them about the story you read.
- Ask them if they have any questions about what you read.
- Answer the questions if you can.
- Write down the questions they asked.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/5.3.2.3 Gather and convey information from listening (e.g., retelling, asking questions, relating prior knowledge, summarizing, following a set of multi-step directions). K-3/1.3.5.6 Summarize the text (MLO.R.2.1.1).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to answer questions about stories.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Who is the main character in the story?

- How does the story begin?

- How does the story end?

- What is the most important event in this story?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to remember what happened in a book.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- List all the important things that happened in the book.

- Now put them in the order in which they happened.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.1.3 Use relevant descriptions, including sensory details, personal experiences, observations, and research-based information to make a topic or message clear to the reader (MLO.W.1.3, MLO.W.2.3, MLO.W.3.3). K-3/1.3.5.2 Follow simple written instructions and describe the importance of specific steps in a set of directions (MLO.R.3.2.5).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to spend more time reading silently.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Now reread the story to yourself silently.
- Tell about your favorite part of the story.

- Why did you choose this part of the story?

- Try to spend some time every day reading silently.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.1.3 Use relevant descriptions, including sensory details, personal experiences, observations, and research-based information to make a topic or message clear to the reader (MLO.W.1.3, MLO.W.2.3, MLO.W.3.3). K-3/1.3.5.2 Follow simple written instructions and describe the importance of specific steps in a set of directions (MLO.R.3.2.5).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to ask questions and reread information that is unclear.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Stop after reading a few pages and ask yourself these questions:

1. What is the story about so far?

2. What is the main problem in the story?

3. If you are unsure of the answers, go back and reread the pages.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.5.4 Know and use different focusing, monitoring and assessing reading strategies (e.g., finding information to support particular ideas) to comprehend text. K-3/1.3.5.8 Extract appropriate and significant information from text, including problems and solutions, major points (MLO.R.1.1.3, MLO.R.2.1.4), and identify central ideas in the text (MLO.R.3.1.3).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning how to use a simple chart.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Ask your family to help you make a chart of all the new words you learned this week. Write your new words down each day.

Monday	Tuesday	Wednesday	Thursday	Friday

- How many new words did you learn this week? _____
- On which day did you learn the most words? _____

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to answer questions about stories.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Who is the main character in the story?

- How does the story begin?

- How does the story end?

- What is the most important event in this story?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.5.8 Extract appropriate and significant information from text, including problems and solutions, major points (MLO.R.1.1.3, MLO.R.2.1.4), and identify central ideas in the text (MLO.R.3.1.3).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning how to tell about events in a story in the order they happened.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Tell what happened in the story. Start at the beginning of the book and include what happened at the end.

- When you finish writing, read what you wrote out loud to your family. Did you tell the events in the story in the order they happened?

- Did you leave anything out?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning how to tell where and when a story takes place.

- Read a book with your family.
- Answer these questions:

1. Where does the story take place?

2. How do you know? What words does the writer use that help you to know?

3. When does the story take place?

4. How do you know? What words does the writer use that help you to know?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.5.8 Extract appropriate and significant information from text, including problems and solutions, major points (MLO.R.1.1.3, MLO.R.2.1.4), and identify central ideas in the text (MLO.R.3.1.3).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to check for understanding while reading.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- While you are reading, stop every so often to make sure you understand what you are reading. Ask yourself, "Does this make sense?"
- Tell how checking like this helps you to be a better reader.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.5.2 Follow simple written instructions and describe the importance of specific steps in a set of directions (MLO.R.3.2.5). K-3/1.3.4.7 Use context to determine the meaning of words (semantics).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning and using new words.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Find 4 new words in your Book Links book and write them in the spaces below.

- Talk with your family about what they mean.
- How did you figure out their meaning?

- Write two of the new words in a sentence.

Child's signature _____

Parent's (Learning Partner's) signature _____